

CIVIL RIGHTS

Note to teachers: This supplement includes a discussion guide, lessons and Michigan Framework for Social Studies Education Content and Language Arts Standards to use with the Michigan Time Traveler page. You may reproduce the pages in this supplement to use with students.

Discussion Guide: (*Social Studies Content Standard 1.2: Comprehending the Past, 1.3: Analyzing and Interpreting the Past, 1.4: Judging Decisions from the Past*) Read the following statement from the Michigan Department of Civil Rights to students or make a copy for each to read. Then lead a discussion with the questions that follow.

CIVIL RIGHTS IN MICHIGAN

"Today, the 1963 revision of the Michigan Constitution protects against discrimination because of religion, race, color and national origin. The state legislature has passed statutes that include protection against discrimination in employment, public accommodations/service, education and housing because of age, sex, marital status and disability. Protection for persons who are multi-racial is provided in employment and education. Protections because of height, weight and arrest record in employment and for families with children in regard to housing have also been added.

"The Michigan Civil Rights Commission, bi-partisan and appointed by the governor, is an eight-member body created by the Constitution. Michigan is the only state to have created such a commission within its constitution. The racial and ethnic diversity of the state have made the presence of strong civil rights laws an important part of the state's growth and culture."

1. When you think of civil rights, what traditionally comes to mind? What are the civil rights listed in this statement? Whom do these rights protect? Has reading this statement changed your understanding of the definition of discrimination?
2. Search today's newspaper for headlines and stories about civil rights. Does Michigan law protect the individuals involved?
3. Have you ever experienced a situation where someone's civil rights were denied? How did it make you feel? How was the situation resolved?

HEROES WHO HAVE CHANGED OUR WORLD

Discuss the Michigan Time Traveler page story "Heroes Who Have Changed Our World" using these questions.

1. What is segregation? How does segregation deny civil rights? Does racism exist today?
2. What does it sound like? What does it look like?
3. What character traits did Sharlene and her dad have in common?
4. What did Sharlene's dad mean when he said, "An education is something no one can take away from you."
5. Sharlene said, "People looking for heroes don't have to look further than my mother and father." What traits made Sharlene's parents heroes? Why?
6. Who are your heroes? Do your heroes share the same traits as Sharlene's parents?
7. Who are some of the heroes of civil rights in America? In the world?
8. Sharlene showed courage when she went to the Hoxie School, in spite of the prejudice around her. In what ways do you show courage?
9. What did you learn in today's Michigan Time Traveler that you didn't know before?

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Visit the Michigan Historical Center on the Web: <http://www.sos.state.mi.us/history/>.

ACTIVITY ONE: Poetry for Two Voices

Language Arts Content Standard 6: (Learning to communicate information accurately and effectively and demonstrate expressive ability by listening, reading, viewing, speaking, and writing).

In this activity, students will use poetry to retell Sharlene's story of going to school in Hoxie, Arkansas. In preparation for writing poetry with two voices, read *Joyful Noise: Poems for Two* by Paul Fleischman (Harpercollins Juvenile Books, 1988). Another good example of poetry with two voices is "A Graduation Poem for Two" by Stephanie Klose, posted at the Library of Congress American Memory Fellows Program Web site on this page <http://memory.loc.gov/ammem/ndlpedu/lessons/99/fear/poem2.html>.

Begin with a discussion about how every human being is unique and special. Randomly pair students, taking care to not match close friends with close friends. Using the poetry-for-two-voices examples, have each pair create a poem celebrating their similarities and differences.

After reading and discussing "Heroes Who Changed Our World" on the Michigan Time Traveler page, list all the characters in the story (Sharlene, father, mother, teacher, federal officials, classmates, bus driver, etc.). Pair students to assume the persona of Sharlene and another character to tell the story in the style of *Joyful Noise*. Celebrate the writing lesson by having the students perform their poetry for classmates.

Assessment Rubric for "Poetry for Two Voices"

4	3	2	1
Poem clearly portrays feelings and ideas, uses the personal voices of the characters, and evidences rich use of concrete images and figurative language. Poem conveys an outstanding understanding of Sharlene's story.	Poem portrays feelings and ideas, uses the personal voices of the characters, and includes some concrete images and figurative language. Poem conveys a good understanding of Sharlene's story.	Poem portrays feelings but lacks intensity. Poem uses the personal voices of the characters, but includes little or no concrete images or figurative language. Poem conveys an adequate understanding of Sharlene's story.	Poem is brief or incomplete. Two characters are vaguely portrayed. Poem conveys a poor understanding of Sharlene's story.

ACTIVITY TWO: Simulation

Social Studies Strand VI: Public Discourse and Decision Making. Standard VI.1: Identifying and Analyzing Issues; Standard VI.2: Group Discussion.

Students will participate in a short simulation followed by class discussion. It is important for the teacher to conduct the follow-up discussion with thoughtfulness, as participating in the following simulation can be a sensitive experience for students. Giving students a time to reflect in writing can be a powerful learning tool.

Conduct this simulation for a portion of one class period, allowing enough time for students to experience examples of segregation and prejudice, but with enough time for the whole class to discuss their reactions and feelings after the simulation. Label students randomly, half with a green tag and half with a blue tag. Place the green tag students in the back of the room, limit their materials, call on them infrequently, and give brief replies to them. Treat the blue tag students with preference, giving them ample materials, front and center seats in the classroom, and generous attention and praise during the lesson. After the simulation, conduct a whole group discussion with these questions:

How did it feel to be labeled green or blue?

- How does this relate to the way Sharlene was treated in Hoxie, Arkansas?
- How would you feel if you were treated this way on a regular basis?
- What could you do to eliminate the green and blue labels?

ACTIVITY THREE: Discussion of Civil Rights Heroes

Language Arts Content Standard 11: Inquiry and Research

Look for the article “25 African Americans You Need to Know” on this page at the Michigan Historical Museum’s Web site: www.sos.state.mi.us/history/mag/portfoli/twenty-five.html or in the J/F 2001 issue of *Michigan History* magazine. Divide your students into five groups and assign five of the twenty-five stories to each group to read. Ask each group to prepare a written or oral report discussing which of the five people they read about were directly involved with a struggle for civil rights. Which stories exemplify how personal abilities and achievements can conquer discrimination?

Assessment Rubric for “Discussion of Civil Rights Heroes”

4	3	2	1
Writing contains rich descriptions of individual biographies and recounts details in chronological order. Writing associates common themes between individual biographies and how biographies relate to civil rights and discrimination. Students relate individual accomplishments within biographies to “firsts” for African Americans and cluster individuals’ associated talents based on these achievements.	Writing is about individual biographies and details events in chronological order. Writing reflects an understanding of the relationship of individual biographies to others in the assigned biographies. Students relate individual accomplishments within biographies to “firsts” for African Americans.	Writing is about the five assigned individuals, but lacks detail regarding individual personal achievements. Writing includes chronological order of events in the lives of these individuals, but lacks in-depth understanding of concepts of civil rights and discrimination. Writing is brief, but reflects a general understanding of African American achievements.	Writing recounts information incompletely and does not mention specific assets of individuals. Information lacks organization and relevance to greater concepts regarding civil rights and personal abilities. Writing shows a lack of understanding about African American achievements.

ACTIVITY FOUR: A Class Play about Fannie Richards

Social Studies Strand VI: Civic Perspective. Standard III.2: Ideals of American Democracy; Standard III.3: Democracy in Action; Standard III.4: American Government and Politics.

Read the *Michigan History* magazine (J/F 1981) article “Fannie Richards and the Integration of the Detroit Public Schools” with your class and discuss. The article is posted on the Michigan Historical Center Web site: www.sos.state.mi.us/history/museum/techstuf/civilwar/richards.html. Work with your class to create a two-person play portraying a discussion between Fannie Richards and John J. Bagley.

Detroit integrated its public schools in 1869. Hoxie, Arkansas, integrated its public schools in 1956. Conduct a class discussion of why the two cities chose to desegregate their schools when they did. How did court rulings impact their decisions?

INTERNET LINKS

For an interactive tour of the history of civil rights, visit the National Civil Rights Museum:
<http://www.midsouth.rr.com/civilrights/>.

Western Michigan University's Department of Political Science produced this Timeline of the American Civil Rights Movement, including short narratives, photographs, and a portion of the "I Have a Dream" speech: <http://www.wmich.edu/politics/mlk/>.

Listen and read Dr. Martin Luther King Jr.'s "I Have a Dream" speech, delivered on the steps of the Lincoln Memorial, Washington, D.C., on August 28, 1963:
http://www.wakeamerica.com/past/speeches/1960/mking_082863.html. (Audio is 16 minutes, 10 seconds).

The NAACP Online site includes not only its mission and current activities, but also a narrative history of its beginnings and a history time line: <http://www.naACP.org/history.asp>.

LITERATURE CONNECTIONS

The Civil Rights Movement for Kids by Mary C. Turck. A history of the civil rights movement with hands-on activities for children.

Freedom Summer by Deborah Wiles. An account of the summer following the passage of the Civil Rights Act of 1964 and two boys' experiences with racism and friendship. Illustrated by Jerome Lagarrigue.

Ida B. Wells-Barnett: A Voice Against Violence by Pat and Fredrick L. McKissack. A biography of the female African-American journalist who campaigned for the civil rights of women and other minorities and was a founder of the National Association for the Advancement of Colored People in 1909.

If a Bus Could Talk by Faith Ringgold. Picture book about Rosa Parks and this landmark event in the Civil Rights Movement.

I Have a Dream: The Story of Martin Luther King by Margaret Davidson. This Scholastic Biography recounts the life and works of Martin Luther King, Jr.

The Other Side by Jacqueline Woodson. Clover wonders why a fence separates the black side of town from the white side. Illustrated by E. B. Lewis.